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Developing a Student Code of Conduct for North Clay Jr. High School

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Developing A Student Code Of Conduct For

North Clay Jr. High School

(TITLE)

BY

Don Carlyle

Field Experience

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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ABSTRACT

The purpose of this study was to develop a student code of conduct for students in the North Clay Junior High School in Louisville, Illinois. At the time of the study the author was the principal of the North Clay Elementary / Junior High School. The North Clay Junior High School had a student discipline policy called the General Guidelines For Discipline developed by the author. The author constructed a survey instrument to assess the effectiveness of the North Clay Junior High School's General Guidelines For Discipline.

The survey was completed by teachers, students, and parents. The building principal and a teacher committee reviewed the survey results and found that parents, teachers, and students generally agreed with the alignment of student misconduct and the consequences received. Input gained by reviewing the survey results helped the committee adjust the alignment of student misconduct and consequences received and add a new category of student misconduct.

The new Student Code of Conduct was a better tool to improve student conduct because it built on the accepted General Guidelines for Discipline and because it was directly incorporated in the student handbook. Also, the Student Code of Conduct was better because it establishes stronger consequences for student misconduct in the following areas:

1. Students possessing pornography on school property will receive Saturday School hours.
2. Students pulling fire alarms will receive out of school suspension.

3. Students using obscene or profane language toward a staff member will receive out of school suspension.
4. Students involved in fights will receive out of school suspension.

Another improvement that the Student Code of Conduct had over the General Guidelines for Discipline was the addition of the student misconduct of pulling a fire alarm with the consequence of out of school suspension.

The building principal and a teacher committee utilized the results of the survey to draft a model student code of conduct for the North Clay Junior High School. The model student code of conduct was presented to the teaching staff for further input and approval. After receiving overwhelming approval from the teaching staff, the building principal and the teacher committee presented the model student code of conduct to the district's academic committee which consisted of school board members, parents, teachers, administrators, and students. The district academic committee recommended approval of the model student code of conduct for the North Clay Junior High School to the North Clay Board of Education. The building principal presented the model student code of conduct to the North Clay Board of Education. The board of education approved the North Clay Junior High School Student Code of Conduct for implementation beginning at the start of the 1995-1996 school year.

The study concluded with the building principal implementing the Student Code of Conduct that was developed with the help and support of teachers, parents, and students. The Student Code of Conduct was placed in the North Clay Junior High School's student handbook.

Acknowledgments

The author wishes to acknowledge and thank his wife, Vana, his son, Jason and his daughter, Morgan for their encouragement, understanding, and sacrifice during the completion of this study. Additionally, the author wishes to thank Dr. David Bartz for his guidance throughout this field study. Finally, the author wishes to thank the teaching staff of the North Clay Junior High School for their participation in this study.

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Chapter I

Overview

Introduction and Background

The teachers and the building principal of the North Clay Junior High School chose to work together to develop a student code of conduct. Both parties mutually agreed that there was a need for a consistent student discipline policy. The purpose of this study was to develop a student code of conduct for the North Clay Junior High School.

The North Clay Junior High School is located in a small rural community of 850 people in south central Illinois. The town is primarily an agricultural and oil industry base community. Community people travel to the neighboring larger industrial cities for factory employment. The school district has 723 students. The Junior High School (Grades 6,7, and 8) contains 174 students. It is within this setting that the study occurred.

Statement of the Problem

The administration and teaching staff of the North Clay Junior High School believe that together they have an obligation to their students to provide the best possible learning environment. This must be a safe environment conducive to learning where students and teachers encourage one another, trust one another, and have mutual respect for one another. To accomplish this obligation and to provide for the best opportunities for the development of their students, the administration and teaching staff felt that the development of a student code of conduct would serve both as a guide and as a measuring stick to students, parents, teachers, and administration.

With this in mind, the building principal constructed a survey instrument (see Appendix A) to assess the effectiveness of the North Clay Junior High School's General Guidelines For Discipline (see Appendix B). The survey was completed by teachers, students, and parents. The building principal and a teacher committee reviewed and utilized the results of the survey to draft a model student code of conduct for the North Clay Junior High School.

The intent of this study was to upgrade the existing General Guidelines for Discipline to a Student Code of Conduct in order to provide a more effective learning environment.

Assumptions:

1. It was assumed that it is difficult to define all possible student behaviors.
- 2.. It was assumed that the Saturday School policy and the general guidelines for student discipline existed. No attempt was made to justify the existence of either policy.

Delimitations:

Due to the length and scope of this study the following areas were not specifically addressed:

1. Suspension and expulsion of handicapped or special education students.
2. School bus rules and regulations.
3. Rules and discipline concerning extra-curricular activities.

This author realizes the limitation placed on this study in regard to the single school district setting. This a necessary limitation if an administrator and his teaching staff

wish to build a student code of conduct that fits the needs of the students within their school.

Operational Definitions:

1. ***Student Code of Conduct*** -- an instrument which specifies types of misconduct and the consequences associated with the misconduct.
2. ***Noon Detention*** -- a period of time, part of the students lunch/play time, lasting 20 minutes in which students are required to do homework.
3. ***After School Detention*** -- a period of time, occurring at the end of the school day, lasting 30 minutes in which students are required to do homework.
4. ***Saturday School*** -- a period of time, occurring on Saturday morning, lasting up to 4 hours in which the students are required to do homework.
5. ***In-School Suspension*** -- a process in which a student attends school regularly scheduled hours and is assigned to a classroom where assignments and studies are done for credit in the regular classroom.
6. ***Out-of-School Suspension*** -- a process by which authorized school personnel may separate a student from school and school-related activities for a period of ten school days or less.
7. ***Expulsion*** -- disciplinary action taken by the Board of Education to separate a student from school attendance and related activities for a period in excess of ten school days, up to and including the balance of the current semester or current school year.
8. ***Truancy*** -- unauthorized absence from school.

9. ***Student Misconduct*** -- any action that interrupts the educational process of the school system or presents a clear and present danger to the student, other students, or school staff.
10. ***Bus Suspension*** -- disciplinary action whereby a student is denied bus transportation to and from school.
11. ***Preventive Student Discipline Handbook*** -- an instrument to be used by teaching staff that will address student misconduct and corrective measures to ensure an educationally sound environment.

Uniqueness of the Study

Prior to this study the North Clay Junior High School was using a student handbook developed in 1986 with minor revisions in 1992. The present administration began in October 1994, developing a Saturday School policy (see Appendix C) and a general set of guidelines for student discipline. Both were approved by the academic committee and the Board of Education. Both were implemented on January 17, 1995.

The background described above makes this study unique. The staff and administration of the North Clay Junior High School, by their very desire to provide a more effective learning environment, made the development of a comprehensive student code of conduct an important project. The researcher in this study strived to accomplish three main objectives:

1. The development of a student code of conduct which may be used by teachers and administration to ensure a learning environment which is safe and orderly to promote the best possible education for their students.

2. The development of a student code of conduct that will be a source of guiding rules and regulations concerning student conduct that may be used by students and parents.
3. The development of an atmosphere of encouragement, trust, and mutual respect for teachers, students, parents, and the administration within the junior high school.

It is the hope of this researcher that students graduating from North Clay Junior High School will have improved behavior as compared to past graduates. It is the hope of this researcher that values will be learned to help graduating students in high school and in life.

Chapter II

Rationale, Related Literature and Research

Rationale

This study was inspired by the researcher's belief that in order for educators to be effective teachers they need a support system that enables them to discipline students that disrupt the classroom. This study topic was chosen by the researcher for a multitude of reasons. When this study was undertaken, the researcher was just completing the second year as a junior high principal. Just two years earlier at the beginning of the researcher's principalship, the Illinois State Legislature passed legislation banning the use of corporal punishment in public schools in Illinois. The researcher and a very cooperative junior high teaching staff were eager to develop a policy that could be used to control student misbehavior in the classroom.

Review of Related Literature and Research

For the past 15 years, the Gallup Poll has measured the attitudes of Americans toward their public schools. Discipline has been cited 14 of the past 15 years as the most important problem in schools. In the 1988 Gallup Poll discipline came in second to drugs as the major problem facing schools (Gallup and Elam, 1988).

It is an established fact that the learning environment is adversely affected in classrooms that have discipline problems (Safe School Study, 1977). Poor discipline can adversely affect the total school environment. Teacher morale plummets, thereby affecting the total learning process (Moles, 1990).

Educators must handle discipline problems responsibly if they wish to have students take responsibility for their own actions. Strict enforcement of rules and regulations or doling out prescribed punishments from a rigid penal code are not dealing responsibly with discipline problems (Wood, Nicholson, Findley, 1985). To deal with the problem, the underlying causes of the behavior must be identified and dealt with. Causes of adolescent behavior fall into six categories: (1) causes originating with the child, (2) causes originating within the child's group, (3) causes originating with the teacher, (4) causes originating with the school, (5) causes originating with the home and community, and (6) causes originating in the larger social order. To determine causes, students must believe the school environment is receptive and the faculty and administration are concerned about student welfare. If the school's climate is not open, students will not volunteer much information about the underlying causes of their problems (Oliva, 1972).

In 1978, The National Institute of Education firmly established a link between firm, fairly administered, and consistent discipline and lower discipline problems in schools (Moles, 1990). Schools that have effective school discipline have in common the following characteristics (Safe School Study, 1977; Peng, 1982; Gottfred, 1986; Johns et al., 1989; Moles, 1990):

1. A lower student-teacher ratio.
2. Visible principals that are firm and fair in discipline actions.
3. Good teacher-administrator communication and cooperation.
4. Clear rules for students to follow and clear consequences that will occur if rules are broken.

5. Emphasis on thinking skills and not just mastery of subject matter.
6. Teachers and administrators really show concern and understanding toward their students.
7. Parents have input into the discipline policies and support the discipline policies.
8. Discipline is fairly and equally distributed regardless of the student involved.
9. Students consider education and grades are important.
10. Teachers are well prepared, enthusiastic, and knowledgeable about their subject.

Most research points to the building principal as being the most instrumental in achieving these conditions that favor effective school discipline. Numerous studies have highlighted the relationship between strong leadership and student achievement (Shoemaker, Fraser, 1981). Similarly, the principal plays a prominent role with regard to discipline, and no person has as great an impact on the school atmosphere. Teachers look to the principal for support and leadership. They want someone who provides direction, yet who is tolerant of instructional autonomy (Lasley, DeVoss, Kaeser, Wayson, Pinnell, 1982).

The responsibility for discipline problems is too often placed almost exclusively upon students and administrators. The effectiveness of a building wide discipline system is based upon the instructional skill and personal warmth and concern of individual teachers

(Jones, 1984). Consistency in staff expectations and methods of responding to student behavior is an important factor in minimizing student misbehavior (Rutter et al., 1979). Teachers who are well-prepared, organized, aware of ongoing behavior, and who respond quickly and effectively to misbehavior have limited problems with student misbehavior (Jones, 1984).

School-wide discipline programs are often developed in response to a perceived or real crisis. There is a tendency to focus on punitive measures that provide immediate, albeit short-term effects, while ignoring preventive measures that may respond to the cause of the problem. These discipline programs too often respond to teachers' needs and wants while failing to consider students' skills and developmental tasks. A program for young adolescents that employs rigid rules and consequences with no room for dialog will consistently conflict with student concerns for fairness, independence and mutual respect. The emphasis needs to be shifted away from controlling students and toward creating methods that increasingly involve both parties in mutually positive educational and personal experiences within the school setting (Jones, 1984).

Chapter III

Design of the Study

Process

In pursuit of writing a student code of conduct the following process was followed:

1. A committee consisting of the principal and three teachers reviewed codes of conduct, discipline policies, and student handbooks from other school districts. The committee decided by consensus what information to utilize from this literature.
2. A committee consisting of the principal and three teachers reviewed the present student handbook and general guidelines for discipline. The committee decided by consensus what information to keep, change, or add.
3. Principal developed a survey instrument designed to assess the effectiveness of the North Clay Junior High School's General Guidelines For Discipline. The survey was completed by teachers, students, and parents.
4. A committee consisting of the principal and three teachers reviewed and utilized the results of the survey to draft a model student code of conduct for the North Clay Junior High School.
5. The model student code of conduct was presented to the teaching staff for further input and approval.
6. The principal submitted the model student code of conduct to the superintendent for approval. The principal asked the superintendent to have

the school legal services review the model student code of conduct.

7. Principal and a subcommittee of the teaching staff submitted the model student code of conduct to the academic committee for approval.
8. The principal submitted the model student code of conduct to the Board of Education for approval.
9. The principal had the Student Code of Conduct Booklet prepared for distribution to students, parents, teachers, administration, academic committee, and Board of Education prior to the start of the new school year.
10. The principal and teaching staff reviewed a listing of classroom and hallway misconduct recorded from the previous school year in order to discuss ways of prevention and action to be taken on first offense, second offense, etc.
11. The principal and a subcommittee of the teaching staff met with the junior high teaching staff to discuss student misbehavior and to develop among the teaching staff a consistent set of discipline actions for various student misbehaviors.

Data Collection, Instrumentation and Analysis

A comprehensive survey was developed by the researcher to assess the effectiveness of the North Clay Junior High School's General Guidelines For Discipline . The survey was distributed to 14 junior high teachers, 18 junior high students, and 18 parents. The survey was completed by 14 junior high teachers, 18 junior high students, and 13 junior high parents. An equal number of junior high girls and boys were chosen to participate in the survey. The junior high students were not chosen at random. They were

chosen according to the amount of student discipline activity in which they were involved. The researcher chose six students who had no discipline problems, six students who had minor discipline problems, and six students who had more serious or major discipline problems. The parents chosen to participate in the survey corresponded directly with the students chosen. The researcher reasoned that this set of parents would have related experiences correlating directly to the discipline problems experienced by their children. Data generated from the survey was analyzed in regard to the frequency in which respondents replied. Results were translated into percentages and represented graphically.

Chapter IV

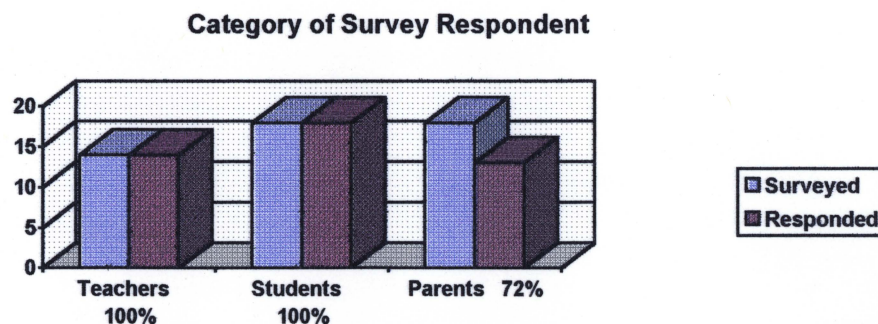
Results

Assessment Instrument Results

North Clay Junior High School Discipline Survey Results

Question 1 asked the category of the respondent (see Figure 1). Fourteen junior high teachers responded out of 14 surveyed, 13 junior high parents responded out of 18 surveyed, and 18 junior high students responded out of 18 surveyed. One hundred percent of teachers and students responded. Seventy-two percent of the parents responded. Ninety percent of all those surveyed responded.

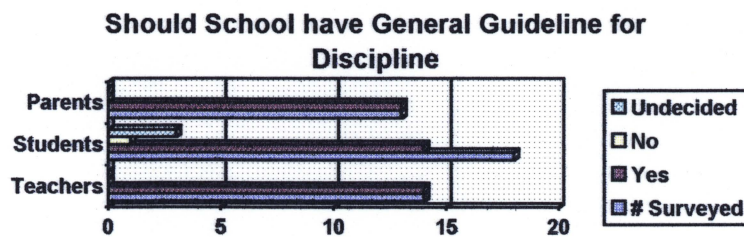
Figure 1



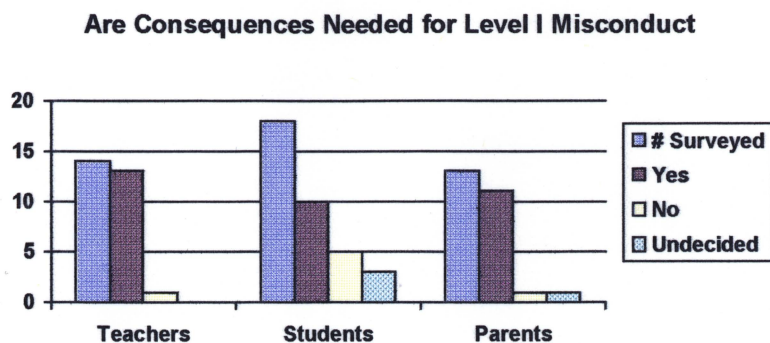
Question 2 asked the respondents if they felt it was important for a school to have a general guideline for discipline (see Figure 2). All of the parents (13) and teachers (14) responding felt that a school should have general guidelines for discipline. Of the 18 students responding to this question, 13 felt a school should have general guidelines for discipline, one felt a school should not have general guidelines for discipline, and three

were undecided. Forty-one of the 45 individuals surveyed (91%) felt that schools should have general guidelines for discipline. An interesting fact is that all 27 adults (100%) felt that schools should have general guidelines for discipline.

Figure 2



Question 3 asked respondents if junior high teachers should develop a set of consequences to cover Level 1 acts of misconduct (minor problems that normally occur in the classroom) (see Figure 3). Thirteen teachers, 11 parents, and 10 students felt that junior high teachers need to develop a set of consequences for Level 1 acts of misconduct. One teacher, one parent, and five students felt that junior high teachers do not need to develop a set of consequences to handle Level 1 acts of misconduct. One parent and three students were undecided as to whether junior high teachers should develop a set of consequences to deal with Level 1 acts of misconduct. Thirty-four of the 45 respondents (76%) felt that junior high teachers need to develop a set of consequences for Level 1 acts of misbehavior. Five of the seven respondents (71%) that felt no set of consequences should be developed were students.

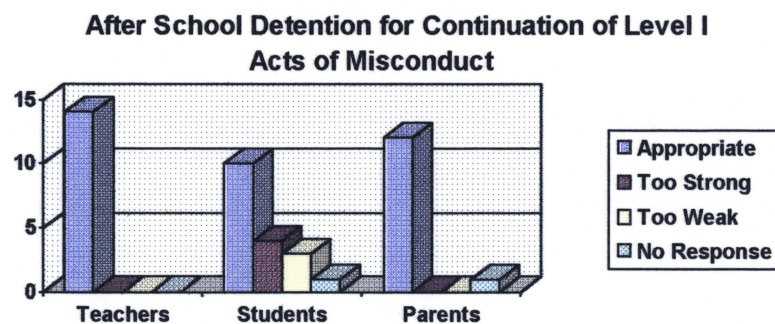
Figure 3

Question 4 was an open question that allowed the survey respondents to list any acts of misconduct that they felt should be Level 1 that was not being addressed by the General Guidelines For Discipline. Parents suggested that students' disrespectful attitude, gum chewing, and eating candy should be addressed. Teachers suggested that students putting feet on the desk, writing on the desk, coming unprepared to class, throwing objects, being in the hallway without a pass, shooting rubber bands, wearing headbands, playing with toys, gum chewing, and eating candy should be addressed. Students suggested playing with toys, throwing objects, shooting spitwads, not following teachers' classroom rules, profane language, being disrespectful to teachers, continual put-downs by students, gum chewing, and eating candy should be addressed.

Question 5A asked whether after school detention was appropriate, too strong or too weak a consequence for continuation of Level 1 acts of misconduct (see Figure 4). Twelve parents, 14 teachers, and 10 students felt that after school detention was an appropriate consequence for the continuation of Level I acts of misconduct. Four students felt that assigning an after school detention was too strong a consequence. Three

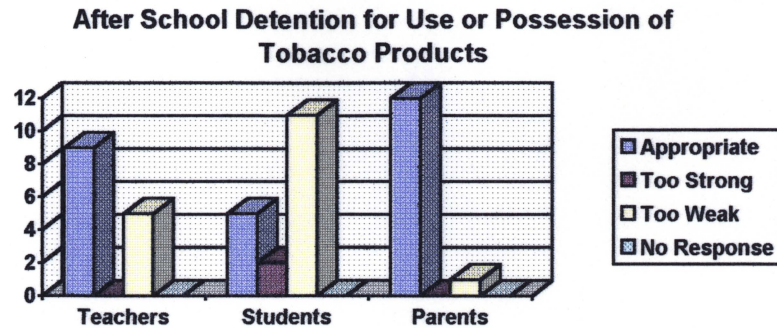
students felt that after school detention was too weak a consequence. One parent and one student did not respond to this survey question. Thirty-six of the 45 respondents (80%) felt that after school detention was an appropriate consequence for continuation of Level I acts of misconduct.

Figure 4



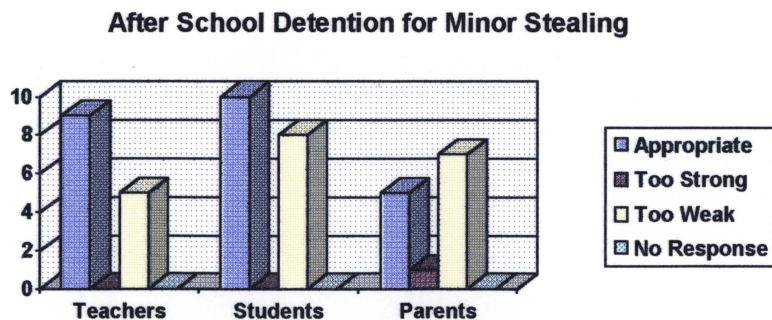
Question 5B asked whether after school detention was appropriate, too strong or too weak a consequence for use or possession of tobacco products on school property (first offense) (see Figure 5). Twelve parents, nine teachers, and five students felt that after school detention was an appropriate consequence. Two students felt that after school detention was too strong a consequence. One parent, five teachers, and eleven students felt that after school detention was too weak a consequence. Twenty-six of the 45 respondents (58%) felt that after school detention was an appropriate consequence. Seventeen out of 45 respondents (38%) felt that after school detention was too weak.

Figure 5



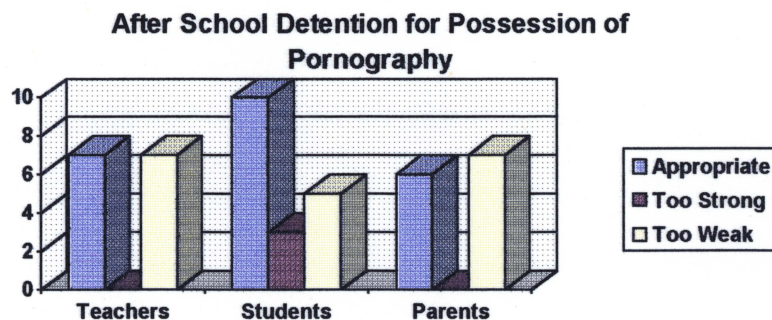
Question 5C asked whether after school detention was appropriate, too strong or too weak a consequence for minor stealing (see Figure 6). Five parents, nine teachers, and 10 students felt that after school detention was an appropriate consequence. One parent felt that after school detention was too strong a consequence. Seven parents, five teachers, and eight students felt that after school detention was too weak a consequence. Twenty-four of the 45 respondents (53%) felt that after school detention was too weak a consequence for minor stealing.

Figure 6



Question 5D asked whether after school detention was appropriate, too strong or too weak a consequence for possession of pornography (see Figure 7). Six parents, seven teachers, and 10 students felt that after school detention was an appropriate consequence. Three students felt that after school detention was too strong a consequence. Seven parents, seven teachers, and five students felt that after school detention was too weak a consequence. Twenty-three of the 45 respondents (51%) felt that after school detention was an appropriate consequence for possession of pornography. Seventeen of the 45 respondents (38%) felt that after school detention was too weak a consequence for possession of pornography.

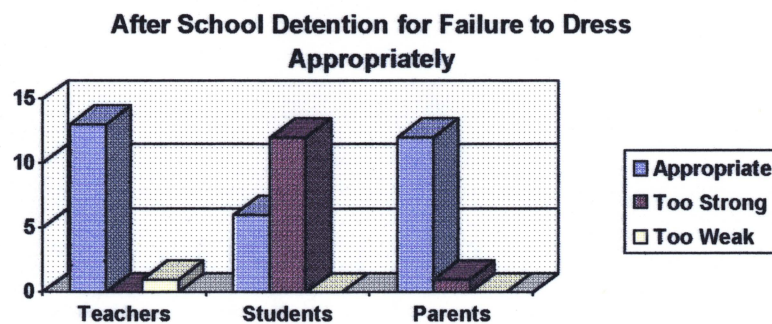
Figure 7



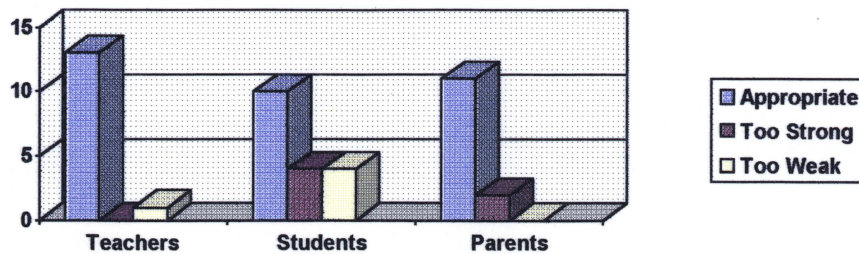
Question 5E asked whether after school detention was appropriate, too strong or too weak a consequence for failure to dress appropriately (see Figure 8). Twelve parents, 13 teachers, and six students felt that after school detention was an appropriate consequence. One parent, one teacher, and 12 students felt that after school detention

was too strong a consequence. Thirty-one of the 45 respondents (69%) felt that after school detention was an appropriate consequence for students who fail to dress appropriately. Fourteen out of 45 respondents (31%) felt that after school detention was too strong a consequence for failure to dress appropriately.

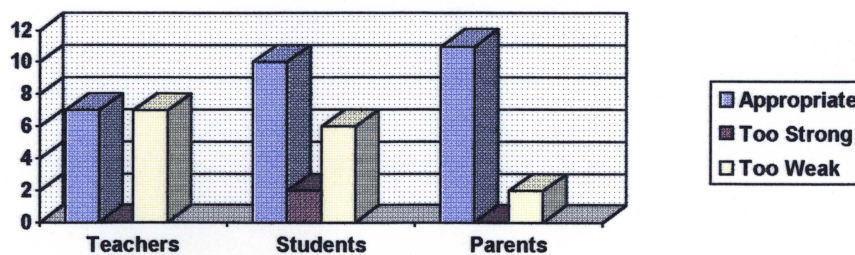
Figure 8



Question 5F asked whether after school detention was appropriate, too strong or too weak a consequence for use of obscene or profane language or gestures among students (see Figure 9). Eleven parents, 13 teachers, and 10 students felt that after school detention was an appropriate consequence. Two parents and four students felt that after school detention was too strong a consequence. One teacher and four students felt that it was too weak a consequence. Thirty-four out of 45 respondents (76%) felt that after school detention was an appropriate consequence for use of obscene or profane language or gestures among students.

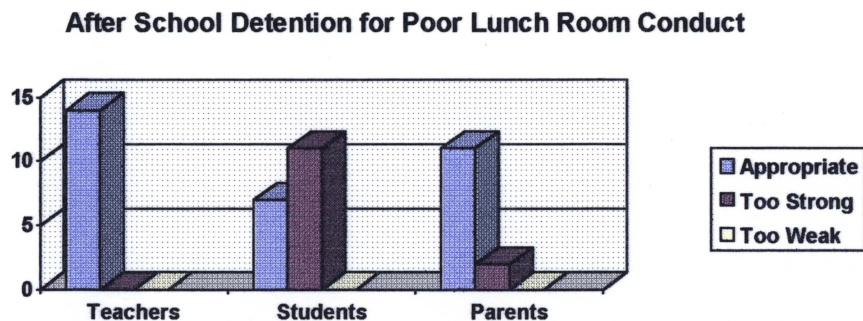
Figure 9**After School Detention for Profane Language**

Question 5G asked whether after school detention was appropriate, too strong or too weak a consequence for truancy. Eleven parents, seven teachers, and 10 students felt that after school detention was an appropriate consequence. Two students felt after school detention was too strong a consequence. Two parents, seven teachers, and six students felt that after school detention was too weak a consequence. Twenty-eight out of the 45 respondents (62%) felt that after school detention was an appropriate consequence for truancy. Fifteen out of the 45 respondents (33%) felt that after school detention was too weak a consequence for truancy.

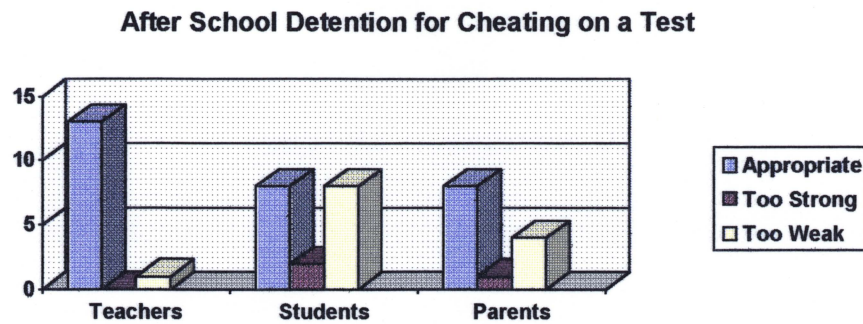
Figure 10**After School Detention for Truancy**

Question 5H asked whether after school detention was appropriate, too strong or too weak a consequence for poor conduct in the lunch room (see Figure 11). Eleven parents, 14 teachers, and seven students felt that after school detention was an appropriate consequence. Two parents and 11 students felt after school detention was too strong a consequence. Thirty-two out of 45 respondents (71%) felt that after school detention was an appropriate consequence for poor lunch room conduct. Thirteen out of 45 respondents (29%) felt that after school detention was too strong a consequence for poor lunch room conduct.

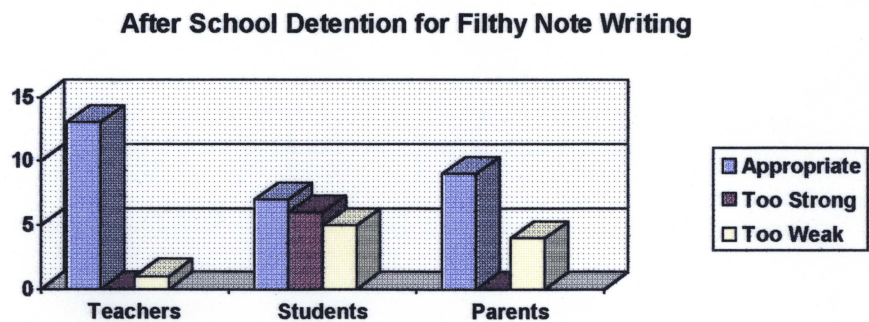
Figure 11



Question 5I asked whether after school detention was appropriate, too strong or too weak a consequence for cheating on a test. Eight parents, 13 teachers, and eight students felt that after school detention was an appropriate consequence. One parent and two students felt after school detention was too strong a consequence. Four parents, one teacher, and eight students felt that after school detention was too weak a consequence. Twenty-nine out of the 45 respondents (64%) felt that after school detention was an appropriate consequence for cheating on a test. Thirteen out of 45 respondents (29%) felt that after school detention was too weak a consequence for cheating on a test.

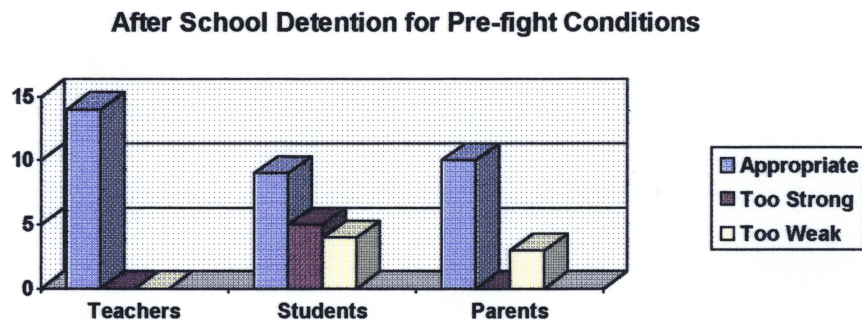
Figure 12

Question 5J asked whether after school detention was appropriate, too strong or too weak a consequence for filthy note writing. Nine parents, 13 teachers, and seven students felt that after school detention was an appropriate consequence. Six students felt after school detention was too strong a consequence. Four parents, one teacher, and five students felt that after school detention was too weak a consequence. Twenty-nine out of the 45 respondents (64%) felt that after school detention was an appropriate consequence for filthy note writing. Ten out of the 45 respondents (22%) felt the after school detention was too weak a consequence for filthy note writing.

Figure 13

Question 5K asked whether after school detention was appropriate, too strong or too weak a consequence for bullying (pre-fight conditions) (see Figure 14). Ten parents, 14 teachers, and nine students felt that after school detention was an appropriate consequence. Five students felt after school detention was too strong a consequence. Nine parents, five teachers, and four students felt that after school detention was too weak a consequence. Thirty-three out of 45 respondents (73%) felt that after school detention was an appropriate consequence for bullying (pre-fight conditions). Seven out of 45 respondents (16%) felt that after school detention was too weak a consequence for bullying (pre-fight conditions).

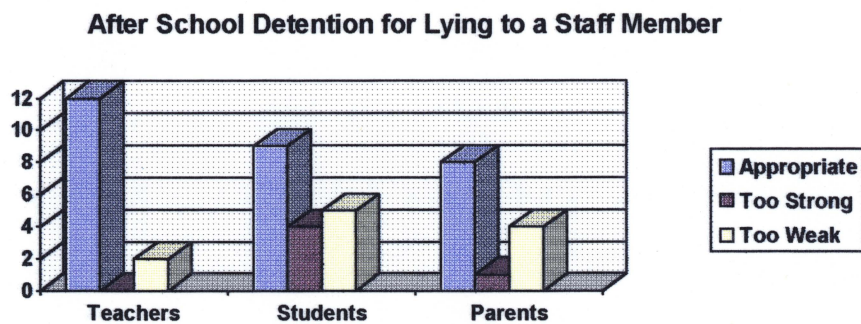
Figure 14



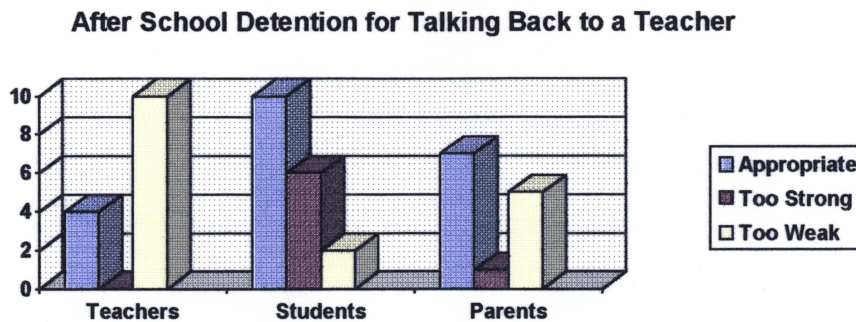
Question 5L asked whether after school detention was appropriate, too strong or too weak a consequence for lying to a staff member (see Figure 15). Eight parents, 12 teachers, and nine students felt that after school detention was an appropriate consequence. One parent and four students felt after school detention was too strong a consequence. Four parents, two teachers, and five students felt that after school detention

was too weak a consequence. Thirty out of 45 respondents (66%) felt that after school detention was an appropriate consequence for lying to a staff member. Eleven out of 45 respondents (24%) felt that after school detention was too weak a consequence for lying to a staff member.

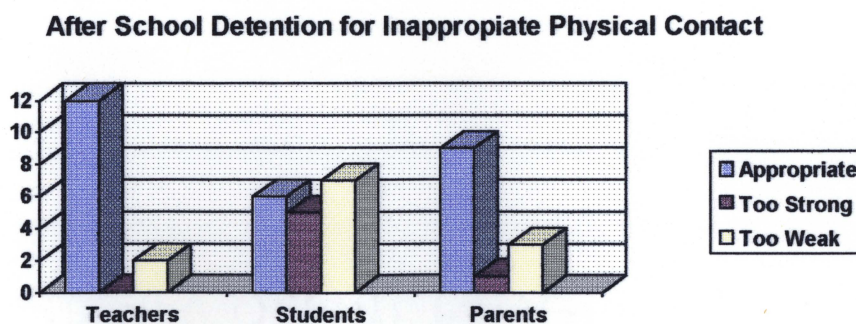
Figure 15



Question 5M asked whether after school detention was appropriate, too strong or too weak a consequence for talking back to a teacher (see Figure 16). Seven parents, four teachers, and 10 students felt that after school detention was an appropriate consequence. One parent and six students felt after school detention was too strong a consequence. Five parents, 10 teachers, and two students felt that after school detention was too weak a consequence. Twenty-one out of 45 respondents (47%) felt that after school detention was an appropriate consequence for talking back to a teacher. Seventeen out of 45 respondents (38%) felt that after school detention was too weak a consequence for talking back to a teacher.

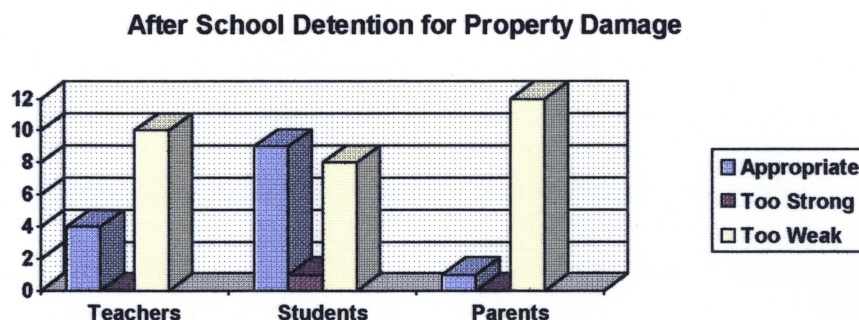
Figure 16

Question 5N asked whether after school detention was appropriate, too strong or too weak a consequence for inappropriate physical contact (see Figure 17). Nine parents, 12 teachers, and six students felt that after school detention was an appropriate consequence. One parent and five students felt that after school detention was too strong a consequence. Three parents, two teachers, and seven students felt that after school detention was too weak a consequence. Twenty-seven out of 45 respondents (60%) felt that after school detention was an appropriate consequence for inappropriate physical contact. Twelve out of 45 respondents (27%) felt that after school detention was too weak a consequence for inappropriate physical contact.

Figure 17

Question 5O asked whether after school detention was appropriate, too strong or too weak a consequence for damage to property (school or another students'). One parent, four teachers, and nine students felt that after school detention was an appropriate consequence. One student felt after school detention was too strong a consequence. Twelve parents, 10 teachers, and eight students felt that after school detention was too weak a consequence. Fourteen out of 45 respondents (31%) felt that after school detention was an appropriate consequence for property damage. Thirty out of 45 respondents (66%) felt that after school detention was too weak a consequence for property damage.

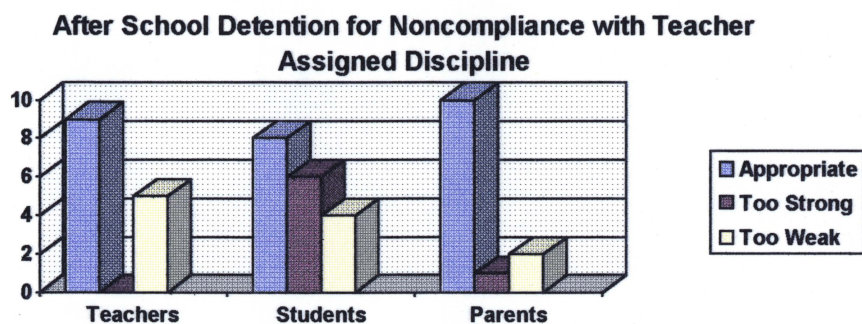
Figure 18



Question 5P asked whether after school detention was appropriate, too strong or too weak a consequence for noncompliance with a teachers' assigned discipline (see Figure 19). Ten parents, nine teachers, and eight students felt that after school detention was an appropriate consequence. One parent and six students felt after school detention was too strong a consequence. Two parents, five teachers, and four students felt that

after school detention was too weak a consequence. Twenty-seven out of 45 respondents (60%) felt that after school detention was an appropriate consequence for noncompliance of assigned teacher discipline. Eleven out of 45 respondent (24%) felt that after school detention was too weak a consequence for noncompliance of assigned discipline.

Figure 19

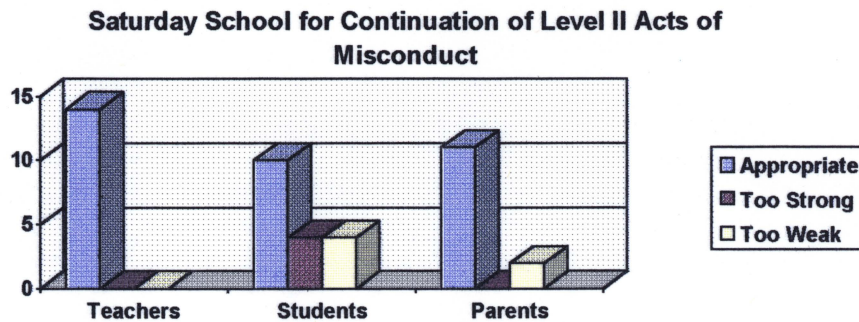


Question 6 was an open question that allowed the survey respondents to list any acts of misconduct that they felt should be Level II that were not being addresses by the General Guidelines For Discipline. Parents and teachers offered no suggestions. Students suggested pulling fire alarms, fighting, failure to use the computers correctly, and repeatedly talking without permission should be addressed.

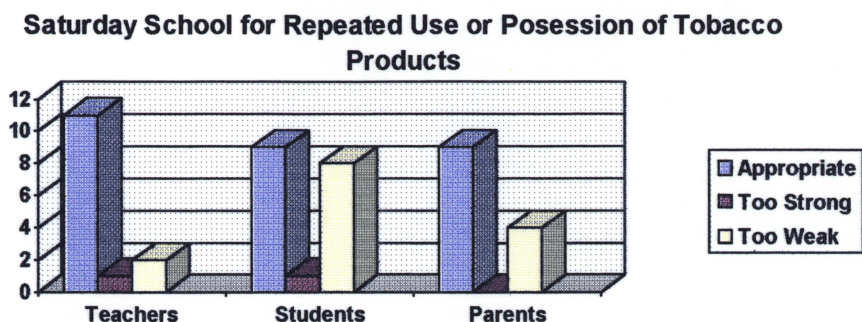
Question 7A asked whether Saturday School was appropriate, too strong or too weak a consequence for continuation of Level II acts of misconduct (see Figure 20). Eleven parents, 14 teachers, and 10 students felt that Saturday School was an appropriate consequence. Four students felt Saturday School was too strong a consequence. Two parents and four students felt that Saturday School was too weak a consequence. Thirty-

five out of 45 respondents (78%) felt that Saturday School was an appropriate consequence for continuation of Level II acts of misconduct.

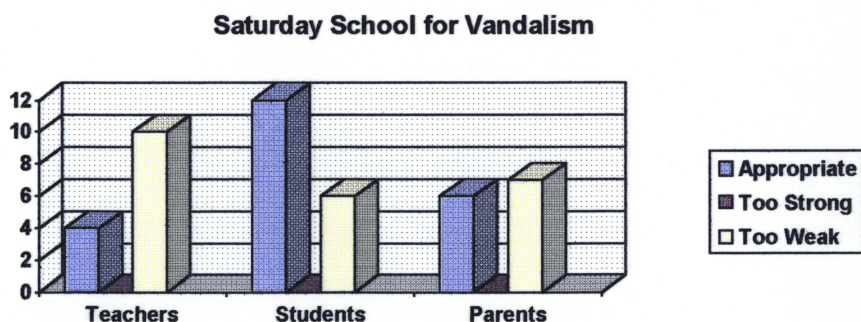
Figure 20



Question 7B asked whether Saturday School was appropriate, too strong or too weak a consequence for use or possession of tobacco products on school property (Second or repeated offenses) (see Figure 21). Nine parents, 11 teachers, and nine students felt that Saturday School was an appropriate consequence. One teacher and one student felt Saturday School was too strong a consequence. Four parents, two teachers, and eight students felt that Saturday School was too weak a consequence. Thirty-five out of 45 respondents (64%) felt that Saturday School was an appropriate consequence for continued use or possession of tobacco products. Fourteen out of 45 respondents (31%) felt that Saturday School was too weak a consequence for continued use or possession of tobacco products.

Figure 21

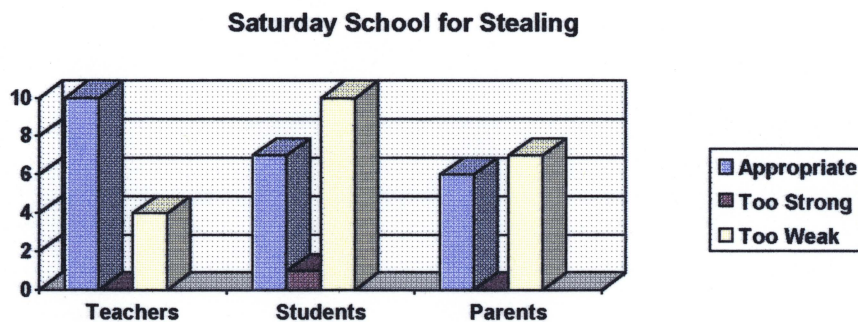
Question 7C asked whether Saturday School was appropriate, too strong or too weak a consequence for vandalism (see Figure 22). Six parents, four teachers, and 12 students felt that Saturday School was an appropriate consequence. Seven parents, 10 teachers, and six students felt that Saturday School was too weak a consequence. Twenty-two out of 45 respondents (49%) felt that Saturday School was an appropriate consequence for vandalism. Twenty-three out of 45 respondents (51%) felt that Saturday School was too weak a consequence for vandalism.

Figure 22

Question 7D asked whether Saturday School was appropriate, too strong or too weak a consequence for stealing (see Figure 23). Six parents, 10 teachers, and seven

students felt that Saturday School was an appropriate consequence. One student felt Saturday School was too strong a consequence. Seven parents, four teachers, and 10 students felt that Saturday School was too weak a consequence. Twenty-three out of 45 respondents (51%) felt that Saturday School was an appropriate consequence for stealing. Twenty-one out of 45 respondents (47%) felt that Saturday School was too weak a consequence for stealing.

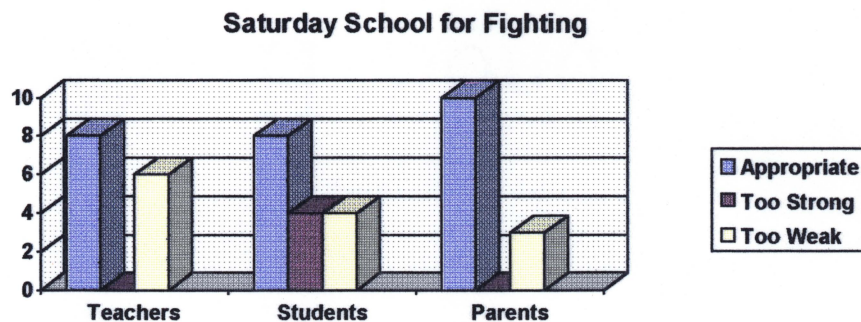
Figure 23



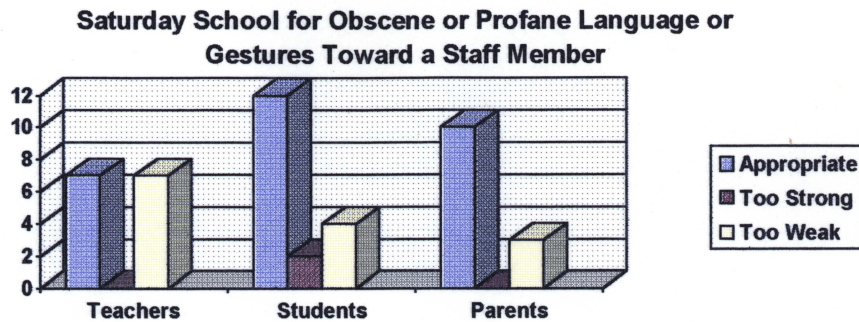
Question 7E asked whether Saturday School was appropriate, too strong or too weak a consequence for fighting (see Figure 24). Ten parents, eight teachers, and eight students felt that Saturday School was an appropriate consequence. Four students felt Saturday School was too strong a consequence. Three parents, six teachers, and four students felt that Saturday School was too weak a consequence. Twenty-six out of 45 respondents (58%) felt that Saturday School was an appropriate consequence for fighting. Thirteen out of 45 respondents (29%) felt that Saturday School was too weak a

consequence for fighting. Thirty-nine out of 45 respondents (87%) felt that Saturday School was either an appropriate or too weak a consequence for fighting.

Figure 24

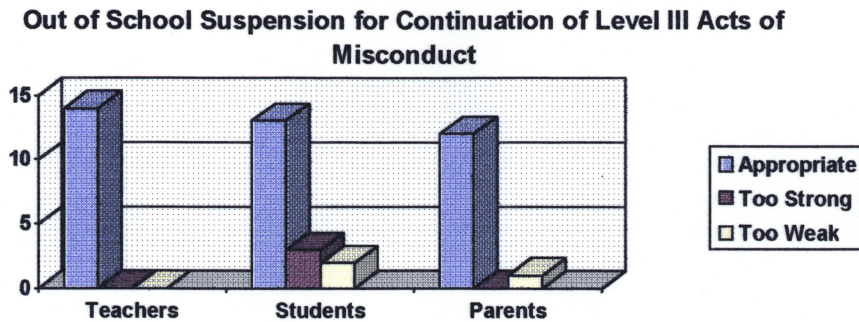


Question 7F asked whether Saturday School was appropriate, too strong or too weak a consequence for obscene or profane language or gestures toward a staff member (see Figure 25). Ten parents, seven teachers, and 12 students felt that Saturday School was an appropriate consequence. Two students felt that Saturday School was too strong a consequence. Three parents, seven teachers, and four students felt that Saturday School was too weak a consequence. Twenty-nine out of 45 respondents (64%) felt that Saturday School was an appropriate consequence for obscene or profane language or gestures toward a staff member. Fourteen out of 45 respondents (31%) felt that Saturday School was too weak a consequence for obscene or profane language or gestures toward a staff member. Forty-three out of the 45 respondents (95%) felt that Saturday School was either an appropriate or too weak a consequence for obscene or profane language toward a staff member.

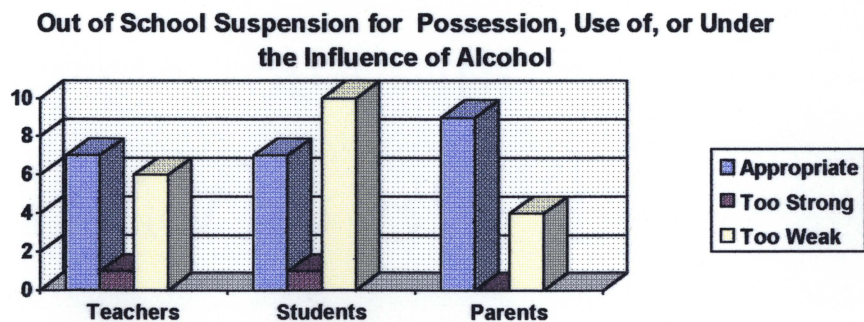
Figure 25

Question 8 was an open question that allowed the survey respondents to list any acts of misconduct that they felt should be Level III that were not being addressed by the General Guidelines For Discipline. Parents offered no suggestions. Teachers suggested truancy, leaving the school grounds, and skipping school. Students suggested truancy and possession of matches or a lighter.

Question 9A asked whether out of school suspension was appropriate, too strong or too weak a consequence for continuation of Level III acts of misconduct (see Figure 26). Twelve parents, 14 teachers, and 13 students felt that out of school suspension was an appropriate consequence. Three students felt out of school suspension was too strong a consequence. One parent and two students felt that out of school suspension was too weak a consequence. Thirty-nine out of 45 respondents (87%) felt that out of school suspension was an appropriate consequence for continuation of Level III acts of misconduct.

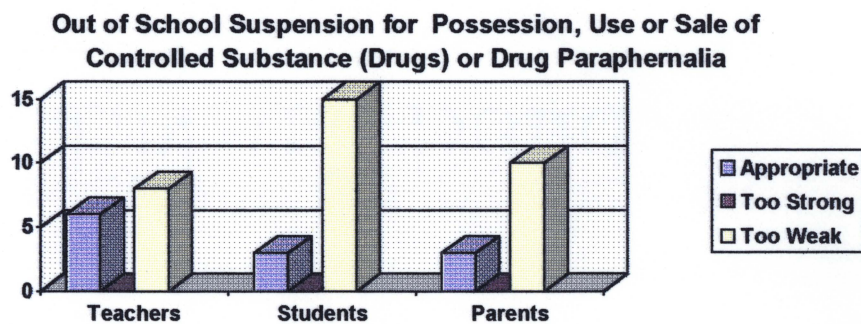
Figure 26

Question 9B asked whether out of school suspension was appropriate, too strong or too weak a consequence for possession, use of, or under the influence of alcohol. Nine parents, seven teachers, and seven students felt that out of school suspension was an appropriate consequence. One teacher and one student felt out of school suspension was too strong a consequence. Four parents, six teachers, and 10 students felt that out of school suspension was too weak a consequence. Twenty-three out of 45 respondents (51%) felt that out of school suspension was an appropriate consequence for possession, use of, or under the influence of alcohol. Twenty out of 45 respondents (45%) felt that out of school suspension was too weak a consequence.

Figure 27

Question 9C asked whether out of school suspension was appropriate, too strong or too weak a consequence for possession, use or sale of controlled substance (drugs) and /or drug paraphernalia. Three parents, six teachers, and three students felt that out of school suspension was an appropriate consequence. Ten parents, eight teachers, and 15 students felt that out of school suspension was too weak a consequence. Twelve out of 45 respondents (27%) felt that out of school suspension was an appropriate consequence for possession, use or sale of controlled substance (drugs) and /or drug paraphernalia. Thirty-three out of 45 respondents (73%) felt that out of school suspension was too weak a consequence for possession, use or sale of controlled substance (drug) and /or drug paraphernalia.

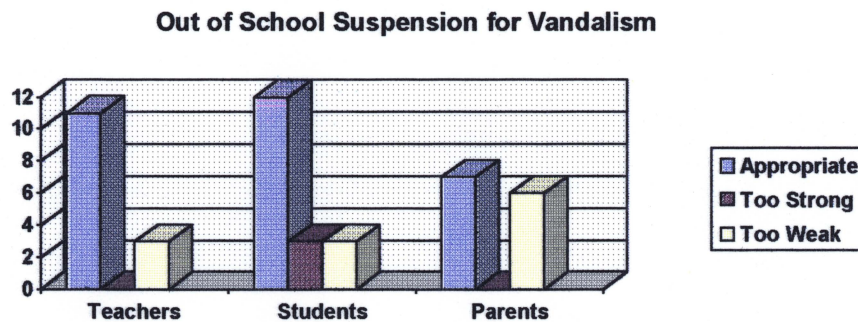
Figure 28



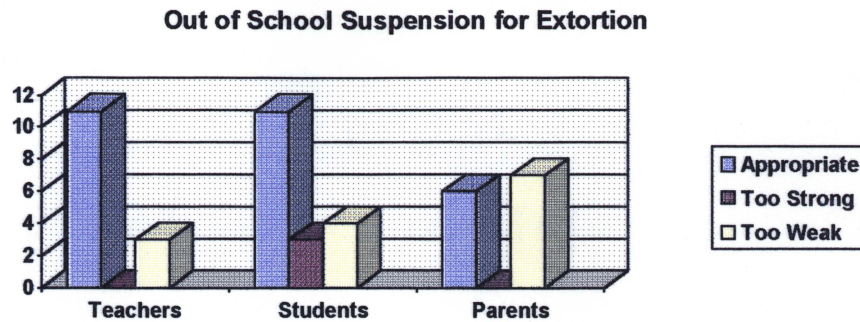
Question 9D asked whether out of school suspension was appropriate, too strong or too weak a consequence for vandalism (see Figure 29). Seven parents, 11 teachers, and 12 students felt that out of school suspension was an appropriate consequence. Three

students felt that out of school suspension was too strong a consequence. Six parents, three teachers, and three students felt that out of school suspension was too weak a consequence. Thirty out of 45 respondents (67%) felt that out of school suspension was an appropriate consequence for vandalism. Twelve out of 45 respondents (27%) felt that out of school suspension was too weak a consequence for vandalism.

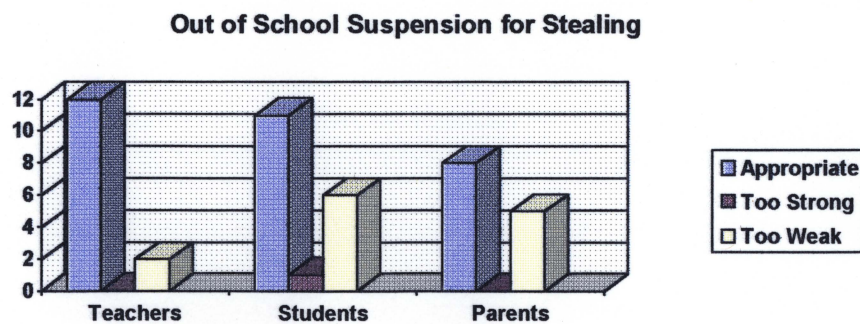
Figure 29



Question 9E asked whether out of school suspension was appropriate, too strong or too weak a consequence for extortion (see Figure 30). Six parents, 11 teachers, and 11 students felt that out of school suspension was an appropriate consequence. Three students felt that out of school suspension was too strong a consequence. Seven parents, three teachers, and four students felt that out of school suspension was too weak a consequence. Twenty-eight out of 45 respondents (62%) felt that out of school suspension was an appropriate consequence for extortion. Fourteen out of 45 respondents (31%) felt that out of school suspension was too weak a consequence for extortion.

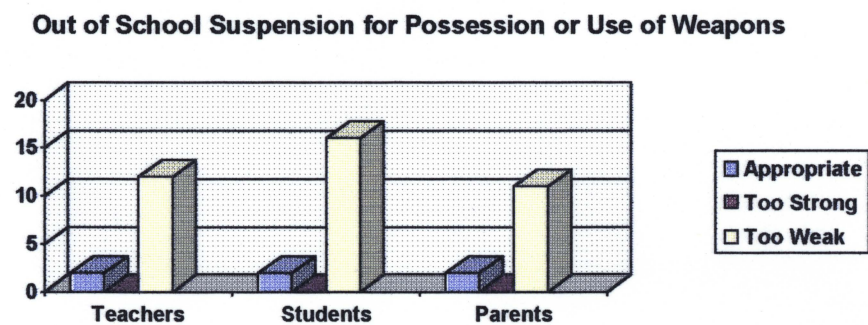
Figure 30

Question 9F asked whether out of school suspension was appropriate, too strong or too weak a consequence for stealing (see Figure 31). Eight parents, 12 teachers, and 11 students felt that out of school suspension was an appropriate consequence. One student felt that out of school suspension was too strong a consequence. Five parents, two teachers, and six students felt that out of school suspension was too weak a consequence. Thirty-one out of 45 respondents (69%) felt that out of school suspension was an appropriate consequence for stealing. Thirteen out of 45 respondents (29%) felt that out of school suspension was too weak a consequence for extortion.

Figure 31

Question 9G asked whether out of school suspension was appropriate, too strong or too weak a consequence for possession or use of weapons (see Figure 32). Two parents, two teachers, and two students felt that out of school suspension was an appropriate consequence. Eleven parents, 12 teachers, and 16 students felt that out of school suspension was too weak a consequence. Six out of 45 respondents (13%) felt that out of school suspension was an appropriate consequence for possession or use of weapons. Thirty-nine out of 45 respondents (87%) felt that out of school suspension was too weak a consequence for possession or use of weapons.

Figure 32

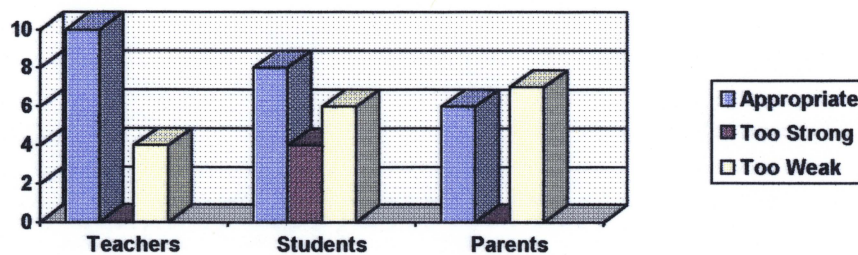


Question 9H asked whether out of school suspension was appropriate, too strong or too weak a consequence for threats to person or property (see Figure 33). Six parents, 10 teachers, and eight students felt that out of school suspension was an appropriate consequence. Four students felt that out of school suspension was too strong a consequence. Seven parents, four teachers, and six students felt that out of school suspension was too weak a consequence. Twenty-four out of 45 respondents (53%)

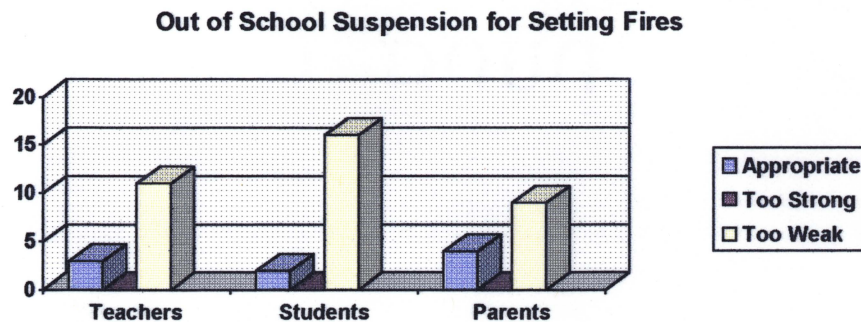
felt that out of school suspension was an appropriate consequence for threats to persons or property. Seventeen out of 45 respondents (38%) felt that out of school suspension was too weak a consequence for threats to persons or property. Forty-one out of 45 respondents (91%) felt that out of school suspension was either an appropriate or too weak a consequence for threats to persons or property.

Figure 33

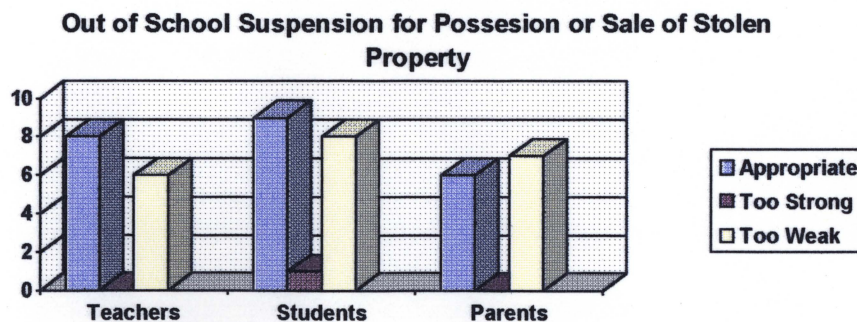
Out of School Suspension for Threats to Persons or Property



Question 9I asked whether out of school suspension was appropriate, too strong or too weak a consequence for setting fires (see Figure 34). Four parents, three teachers, and two students felt that out of school suspension was an appropriate consequence. Nine parents, 11 teachers, and 16 students felt that out of school suspension was too weak a consequence. Nine out of 45 respondents (20%) felt that out of school suspension was an appropriate consequence for setting fires. Thirty-six out of 45 respondents (80%) felt that out of school suspension was too weak a consequence for setting fires. Forty-five out of 45 respondents (100%) felt that out of suspension was either an appropriate or too weak a consequence for setting fires.

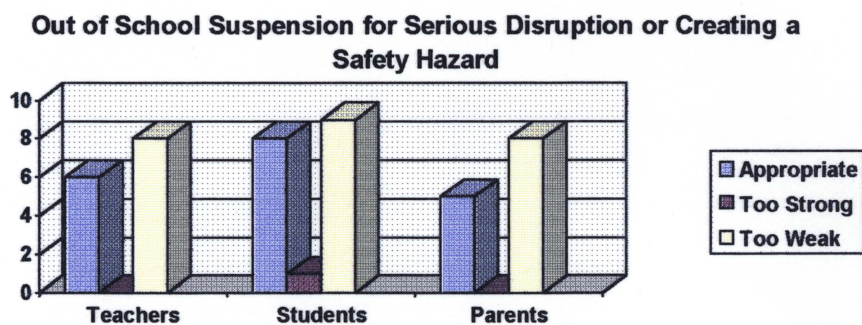
Figure 34

Question 9J asked whether out of school suspension was appropriate, too weak a consequence for possession or sale of stolen property (see Figure 35). Six parents, eight teachers, and nine students felt that out of school suspension was an appropriate consequence. One student felt that out of school suspension was too strong a consequence. Seven parents, six teachers, and eight students felt that out of school suspension was too weak a consequence. Twenty-three out of 45 respondents (51%) felt that out of school suspension was an appropriate consequence for possession or sale of stolen property. Twenty-one out of 45 respondents (47%) felt that out of school suspension was too weak a consequence for possession or sale of stolen property.

Figure 35

Question 9K asked whether out of school suspension was appropriate, too strong or too weak a consequence for any misconduct which is seriously disruptive and/or creates a safety hazard to students, staff and /or school property (see Figure 36). Five parents, six teachers, and eight students felt that out of school suspension was an appropriate consequence. One student felt that out of school suspension was too strong a consequence. Eight parents, eight teachers, and nine students felt that out of school suspension was too weak a consequence. Nineteen out of 45 respondents (42%) felt that out of school suspension was an appropriate consequence for any misconduct which is seriously disruptive and/or creates a safety hazard to students, staff and/or school property. Twenty-five out of 45 respondents (55%) felt that out of school suspension was too weak a consequence for any misconduct which is seriously disruptive and/or creates a safety hazard to students, staff and/or school property.

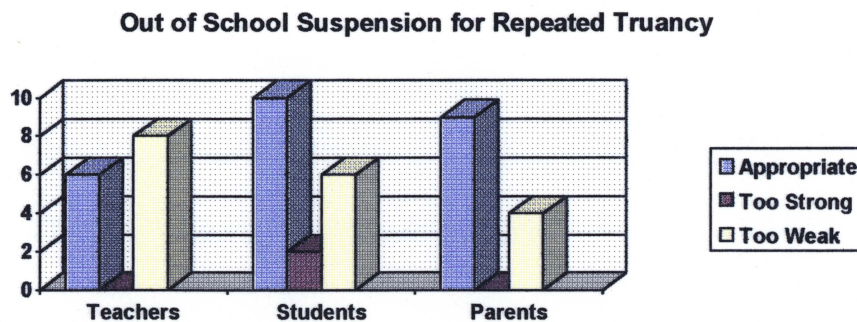
Figure 36



Question 9L asked whether out of school suspension was appropriate, too strong or too weak a consequence for repeated truancy (see Figure 37). Nine parents, six teachers, and 10 students felt that out of school suspension was an appropriate

consequence. Two students felt that out of school suspension was too strong a consequence. Four parents, eight teachers, and six students felt that out of school suspension was too weak a consequence. Twenty-five out of 45 respondents (56%) felt that out of school suspension was an appropriate consequence for repeated truancy. Eighteen out of 45 respondents (40%) felt that out of school suspension was too weak a consequence for repeated truancy.

Figure 37



Question 10 was an open question that allowed the survey respondents to list any acts of misconduct that they felt should be Level IV that were not being addressed by the General Guidelines For Discipline. Parents and teachers offered no suggestions. Students suggested that messing up the restroom should be a Level IV misconduct.

Chapter V

Summary, Findings, Conclusions, and Recommendations

Summary

The primary purposes of the survey was to determine the effectiveness of the General Guidelines for Discipline and to use the survey results to develop a model student code of conduct. The results of the survey were analyzed by a committee consisting of the building principal and three faculty members. The committee utilized the results of the survey to build a model student code of conduct. The model student code of conduct was presented to the teaching staff for further input and approval. After receiving overwhelming approval, the building principal and the teacher committee presented the model student code of conduct to the district's academic committee. The district's academic committee consists of school board members, parents, teachers, administrators, and students. The district academic committee recommended approval of the model student code of conduct for the North Clay Junior High School to the North Clay Board of Education. The building principal presented the model student code of conduct to the North Clay Board of Education. The Board of Education approved the North Clay Junior High School Student Code of Conduct for implementation beginning at the start of the 1995-1996 school year.

Findings

In reviewing the results the committee found the following areas to be of particular interest:

- Not all parents completed the assessment instrument.

- Parents and teachers generally agreed on the issues.
- Parents and teachers viewed several key issues differently than students.
- Parents, teachers, and students suggested types of misbehavior that was not addressed in the General Guidelines for Discipline.

Conclusions - Writing the Student Code of Conduct

After analyzing the results of the survey, the committee chose to develop a student code of conduct similar to the General Guidelines of Discipline. The committee added the following to the Level I acts of misconduct:

- Gum chewing or candy eating
- Writing on desks or other students' property
- Throwing objects
- In hallways without permission
- Repeatedly late for class
- Shooting rubber bands or other objects
- Playing with toys in class
- Not staying in assigned seat
- Not working on assigned work in the computer lab

The committee added the following to the Level II acts of misconduct:

- Messing up the restroom
- Junior high students using the primary/elementary students' restroom

The committee removed the following from the Level II acts of misconduct:

- Possession of pornography

The committee added the following to the Level III acts of misconduct:

- Possession of pornography
- Skipping school

The committee removed the following from the Level III acts of misconduct:

- Vandalism
- Fighting
- Obscene or profane language or gestures toward a staff member

The committee added the following to Level IV acts of misconduct:

- Vandalism
- Fighting
- Obscene or profane language or gestures toward a staff member.
- Pulling a fire alarm

Recommendations

The researcher recommends that the student code of conduct developed by the joint efforts of teaching staff and administration using input from parents, teachers, and students be integrated into the North Clay Junior High School Student Handbook. The researcher further recommends that the student code of conduct be reviewed annually by a committee consisting of the building principal and teachers. The researcher urges the present teaching staff and administration to utilize the student code of conduct to provide a safe educational environment. The researcher urges other school districts to build their own student codes of conduct and welcomes inquiries from other districts concerning the student code of conduct implemented at the North Clay Junior High School in Louisville,

Illinois. The researcher urges school administrators to take the time necessary to develop a good system that is fair and consistent to deal with student discipline problems.

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Survey

At the end of the 1st Semester the attached General Guidelines for Discipline were established in the North Clay Junior High School. At this time the effectiveness of the guidelines is being evaluated. Please review the guidelines and complete the following questions.

1. Please circle the correct respondent category.

Student Parent Teacher Administrator

2. In general do you feel that it is important for a school to have general guideline for discipline (please circle)? Yes No Undecided

3. Do the Jr. High teachers need to develop a set of consequences to cover Level 1 acts of misconduct (please circle)? Yes No Undecided

4. Please list any acts of misconduct that you feel should be Level I Acts Of Misconduct that are not being addressed by the General Guidelines For Discipline.

5. Normally students who do level II acts of misconduct receive after school detention.

Please choose one of the following responses for each level II act of misconduct.

1. After school detention is an appropriate consequence.
2. After school detention is too strong a consequence for this misconduct.
3. After school detention is not weak a consequence for this misconduct.

You may choose to address each response with a comment.

Misconduct	Response	Comment
A. Continuation of Level I acts of misconduct	_____	_____ _____

1. After school detention is an appropriate consequence.
2. After school detention is too strong a consequence for this misconduct.
3. After school detention is not weak a consequence for this misconduct.

Misconduct	Response	Comment
B. Use of, or possession of tobacco products on school property (first offense)	_____	_____ _____
C. Stealing (minor)	_____	_____ _____
D. Possession of pornography	_____	_____ _____
E. Failure to dress appropriately	_____	_____ _____
F. Obscene or profane language or gestures among students	_____	_____ _____
G. Truancy	_____	_____ _____
H. Poor conduct in the lunch room	_____	_____ _____
I. Cheating on a test	_____	_____ _____
J. Filthy note writing	_____	_____ _____
K. Bullying (pre-fight conditions)	_____	_____ _____
L. Lying to a staff member	_____	_____ _____
M. Talking back to a teacher	_____	_____ _____
N. Inappropriate physical contact	_____	_____ _____

1. After school detention is an appropriate consequence.
2. After school detention is too strong a consequence for this misconduct.
3. After school detention is not weak a consequence for this misconduct.

Misconduct	Response	Comment
O. Damage to property (school or another students)	_____	_____ _____
P. Noncompliance with teachers assigned discipline	_____	_____ _____

6. Please list any acts of misconduct that you feel should be Level II Acts Of Misconduct that are not being addressed by the General Guidelines For Discipline.

7. Normally students who do level III acts of misconduct receive Saturday School.

Please choose one of the following responses for each level II act of misconduct.

1. Saturday School is an appropriate consequence.
2. Saturday School is too strong a consequence for this misconduct.
3. Saturday School is not weak a consequence for this misconduct.

You may choose to address each response with a comment.

Misconduct	Response	Comment
A. Continuation of Level II acts of misconduct	_____	_____ _____
B. Use of, or Possession of tobacco products on school property (2nd or repeated offenses)	_____	_____ _____
C. Vandalism	_____	_____ _____
D. Stealing	_____	_____ _____

1. Saturday School is an appropriate consequence.
2. Saturday School is too strong a consequence for this misconduct.
3. Saturday School is not weak a consequence for this misconduct.

Misconduct	Response	Comment
E. Fighting	_____	_____ _____
F. Obscene or profane language or gestures toward a staff member	_____	_____ _____

8. Please list any acts of misconduct that you feel should be Level III Acts Of Misconduct that are not being addressed by the General Guidelines For Discipline.

9. Normally students who do level IV acts of misconduct receive out of school suspension..

Please choose one of the following responses for each level IV act of misconduct.

1. Out of school suspension is an appropriate consequence.
2. Out of school suspension is too strong a consequence for this misconduct.
3. Out of school suspension is not weak a consequence for this misconduct.

You may choose to address each response with a comment.

Misconduct	Response	Comment
A. Continuation of Level III acts of misconduct	_____	_____ _____
B. Possession, use or under the influence of alcohol	_____	_____ _____

1. Out of school suspension is an appropriate consequence.
2. Out of school suspension is too strong a consequence for this misconduct.
3. Out of school suspension is not weak a consequence for this misconduct.

Misconduct	Response	Comment
C. Possession, use or sale of controlled substance (drugs) and/or drug paraphernalia	_____	_____ _____
D. Vandalism	_____	_____ _____
E. Extortion	_____	_____ _____
F. Stealing	_____	_____ _____
G. Possession or use of weapons	_____	_____ _____
H. Threats to persons or property	_____	_____ _____
I. Setting fires	_____	_____ _____
J. Possession and/or sale of stolen property	_____	_____ _____
K. Other acts of misconduct which are seriously disruptive and/or create a safety hazard to students, staff and/or school property	_____	_____ _____
L. Repeated truancy	_____	_____ _____

10. Please list any acts of misconduct that you feel should be Level III Acts Of Misconduct that are not being addressed by the General Guidelines For Discipline.

**NORTH CLAY ELEMENTARY & JUNIOR HIGH SCHOOL
UNIT DISTRICT 25**

Box 279 - Louisville, Illinois 62858

Phone 665-3393

Don Carlyle, Principal

April 17, 1995

Dear Parent,

At the end of the 1st. Semester of this school year you received a copy of the North Clay Elementary - Jr. High School's General Guidelines For Discipline. I am presently reviewing the effectiveness of the guidelines. I value your views in this matter. Please complete the enclosed survey and return it to me using the enclosed envelope.

I will begin tabulating the surveys on Monday, April 24, 1995. I would appreciate your response by this date.

Thank you for your cooperation and support in this project.

Sincerely,

Don Carlyle
Principal

**NORTH CLAY ELEMENTARY & JUNIOR HIGH SCHOOL
UNIT DISTRICT 25**

Box 279 - Louisville, Illinois 62858

Phone 665-3393

Don Carlyle, Principal

April 17, 1995

Dear Teacher,

At the end of the 1st. Semester of this school year you received a copy of the North Clay Elementary - Jr. High School's General Guidelines For Discipline. I am presently reviewing the effectiveness of the guidelines. I value your views in this matter. Please complete the enclosed survey and return it to me using the enclosed envelope.

I will begin tabulating the surveys on Monday, April 24, 1995. I would appreciate your response by this date.

Thank you for your cooperation and support in this project.

Sincerely,

Don Carlyle
Principal

**NORTH CLAY ELEMENTARY & JUNIOR HIGH SCHOOL
UNIT DISTRICT 25**

Box 279 - Louisville, Illinois 62858

Phone 665-3393

Don Carlyle, Principal

April 17, 1995

Dear Student,

At the end of the 1st. Semester of this school year you received a copy of the North Clay Elementary - Jr. High School's General Guidelines For Discipline. I am presently reviewing the effectiveness of the guidelines. I value your views in this matter. Please complete the enclosed survey and return it to me using the enclosed envelope.

I will begin tabulating the surveys on Monday, April 24, 1995. I would appreciate your response by this date.

Thank you for your cooperation and support in this project.

Sincerely,

Don Carlyle

Principal

NORTH CLAY ELEMENTARY - JR. HIGH SCHOOL

GENERAL GUIDELINES FOR DISCIPLINE

North Clay Elementary - Jr. High School students are prohibited from engaging in behavior that will endanger -- or threaten to endanger -- the safety of others, that will damage property, or will impede the orderly conduct of the school program.

Following are the offenses which are prohibited by the North Clay Elementary - Jr High School's *Code of Conduct* and the disciplinary actions and procedures used in dealing with those offenses.

LEVEL I ACTS OF MISCONDUCT

Level I act of misconduct are minor disturbances which impede the orderly operation of the classroom or the school building. For Level I violations the teacher will follow his/her previously approved Classroom Management Plan. Some examples of Level I acts of misconduct are:

- A. Repeatedly talking without permission.
- B. Note writing.
- C. Disruptive noises.
- D. Repeatedly tardy to class.
- E. Calling other students names.
- F. Pushing , shoving, horseplay.
- G. Arguing among students.
- H. Any other incident where the classroom or school environment is needlessly disrupted.

LEVEL II ACTS OF MISCONDUCT

Level II acts of misconduct involves misbehaviors which seriously disrupt the learning climate of the school. These infractions require the intervention of the principal because Level I discipline options have failed or the misbehavior is serious enough to require corrective action on the part of the administrative personnel. Level II acts of misbehavior normally require students being assigned after school detention. These include such behaviors as:

- A. Continuation of Level I acts of misconduct.
- B. Use of, or possession of tobacco products on school property (first offense).
- C. Stealing (minor).

- D. Possession of pornography.
- E. Failure to dress appropriately (student/principal conference may suffice).
- F. Obscene or profane language or gestures among students.
- G. Truancy
- H. Poor conduct in the lunch room
- I. Cheating on a test.
- J. Filthy note writing.
- K. Bullying (pre-fight conditions)
- L. Lying to a staff member.
- M. Talking back to a teacher.
- N. Inappropriate physical contact.
- O. Damage to property (school or another students).
- P. Noncompliance with teachers assigned discipline.

LEVEL III ACTS OF MISCONDUCT

Level III acts involve actions which always require administrative actions. Level III act of misconduct usually result in the student being placed in Saturday School. These act include the following:

- A. Continuation of Level II acts of misconduct.
- B. Use of, or possession of tobacco products on school property (second or repeated offenses).
- C. Vandalism.
- D. Stealing.
- E. Fighting.
- F. Obscene or profane language or gestures toward a staff member.

LEVEL IV ACTS OF MISCONDUCT

Level IV acts of misconduct involve actions which are so serious that they always require administrative actions which usually result in student suspension from school. If a student is suspended from school he/she will be banned from all field trips for the remainder of the school year. Level IV acts of misconduct may involve the intervention of law enforcement authorities and action by the *Board of Education*. The corrective measures which the school or district uses will be determined by the extent of the resources available for remediating the situation in the best interest of all students. These acts include the following:

- A. Continuation of Level III acts of misconduct.
- B. Possession, use or under the influence of alcohol.
- C. Possession, use or sale of controlled substances (drugs) and/or drug

- paraphernalia.
- D. Vandalism.
- E. Extortion.
- F. Stealing.
- G. Possession or use of weapons.
- H. Threats to persons or property.
- I. Setting fires.
- J. Possession and/or sale of stolen property.
- K. Other acts of misconduct which are seriously disruptive and/or create a safety hazard to students, staff and/or school property.
- L. Repeated truancy.

As it is not possible to list all acts of misconduct or the consequences of those acts of misconduct, the building principal has the responsibility of maintaining discipline within his/her building. The building principal may assign discipline actions as needed to ensure an orderly school environment.

NORTH CLAY UNIT DISTRICT #25**GENERAL GUIDELINES FOR AFTER SCHOOL DETENTION,
SATURDAY SCHOOL AND OUT OF SCHOOL SUSPENSION****ELEMENTARY-JR. HIGH SCHOOL****1st. Detention**

(may be served before school 7:30 a.m. - 8:00 a.m.)

(may be served after school 3:15 p.m. - 3:45 p.m.)

2nd. - 4th. Detention

(served after school 3:15 p.m. - 3:45 p.m.)

HIGH SCHOOL**1st. Detention**

(may be served before school 7:44 a.m. - 8:14a.m.)

(may be served after school 3:25 p.m. - 3:55 p.m.)

(may serve two lunch periods in office)

2nd. - 4th. Detention

(may be served from 7:44 a.m. - 8:14 a.m.)

(may be served from 3:25 p.m. - 3:55 p.m.)

SATURDAY SCHOOL**5th. Detention**

(1 hour Saturday School 8:00 a.m. - 9:00 a.m.)

6th. Detention

(2 hours Saturday School..... 8:00 a.m. - 10:00 a.m.)

7th. Detention

(3 hours Saturday School..... 8:00 a.m. - 11:00 a.m.)

8th. - 10th Detention

(4 hours Saturday School..... 8:00 a.m. - 12:00 noon)

OUT OF SCHOOL SUSPENSION**11th Detention**

(1 day out of school suspension and the student is banned from all field trips)

12th. Detention

(2 days out of school suspension)

13th. Detention

(5 days out of school suspension)

14th or More Detention(5 days or more days suspension) (Possible appearance before the *Board of Education*)

*** Administration may require students to appear before the *Board of Education* as they deem necessary.**

NORTH CLAY UNIT DISTRICT # 25**SATURDAY SCHOOL ADMINISTRATIVE GUIDELINES**

1. Administrators will be the only ones assigning Saturday school hours for the purpose of serving in-school suspension or detention time.
2. All Saturday school hours, regardless of the number assigned, will begin at 8:00 a.m.
NOTE:
 - (a) Building will be open at 7:50 a.m.
 - (b) No student will be admitted after 8:00 a.m.
 - (c) Building will be closed 10 minutes after the last scheduled detention hour, i.e., 12:10 p.m.
3. Students are responsible for bringing enough study materials to cover the Saturday school hour(s) assigned. They will not be admitted without study materials or be allowed to go to their lockers.
4. Saturday school hours will be held in the high school study hall. No part of the building will be open to Saturday school hour students for getting books, making phone calls, etc.
5. All *Board of Education* policies and regulations are in effect with regard to school conduct. If the student fails to use the time appropriately or misbehaves, the Saturday school teacher will not certify the assignment as satisfactory completed and the student will be required to serve these reassigned Saturday school hours on the following Saturday.
6. If a student has to be removed from Saturday school by the supervisor for misbehavior, not studying, etc., the parent will be called and students will be kept isolated until the parent arrives.
7. Restroom usage will be at the discretion of the Saturday school supervisors. One restroom break will occur at 10:00 a.m. This will be at staggered intervals.
8. Saturday school classes are not considered as typifying normal classes-- consequently, silence will be the rule of the day. No gum chewing, eating, talking, or misbehavior, etc. will be allowed.
9. Transportation arrangements will be the responsibility of the parent and student.
10. Proper notification will be given by the principal when Saturday school hours are assigned. Once the date of the Saturday school hour has been verified, the student is expected to be in attendance. When a student fails to serve, without advance approval, the appropriate principal will confer with the student on the following student attendance day. At this time, the student will be given an additional equal amount of Saturday school. A second and following failure to appear will result in an out of school suspension.
11. If the reason for not attending was of an emergency nature, the Saturday school may be rescheduled with a limit of one time per semester. (Example of emergency: student illness, death or serious illness in immediate family). Lack of transportation, oversleeping, working and recreational activities are not legitimate excuses for missing Saturday school. A signed written note by the parents explaining why the student can not attend, will be accepted if it arrives before Saturday school. The administration must approve the excuse before it will be accepted. A Saturday School Report Form will be sent to the principal(s)

on the Monday following the Saturday school. It will denote the students present and absent and the action taken on those absent.

12. A principal at one of the buildings will coordinate the Saturday School Program. He/she will be responsible for developing a yearly schedule including the paid supervisor. Paid supervisors will be available for Saturday school. The hourly rate will be \$12.00. Saturday school supervisors will be guaranteed a minimum of 2 hours pay.
13. No Saturday school hours will be held on holiday weekends or weekends when there was no school on Friday. Saturday school will be assigned no later than Wednesday preceding the Saturday school.
14. The reason for having Saturday school is to increase the amount of parental involvement in the disciplinary process. Coming to school on Saturday also provides a greater deterrent to students. Saturday school does not eliminate the possibility of after-school detention being assigned teachers or building principals.
15. The administration will assign Saturday school in one (1) hour time blocks. All students will be required to start at 8:00 a.m. A four hour block of time will be regarded as equivalent to a one day in-school detention.
16. IMPORTANT: Saturday school personnel should make sure lights are off and the building is locked before leaving. Saturday school supervisor should not leave until all students are picked up.

NORTH CLAY UNIT DISTRICT # 25
DISCIPLINE REPORT

Form 1

Date _____

Student Name _____ Grade _____ School _____

Name of Parent(s)/Guardian(s) _____ Phone _____

Dear _____:

This letter is to report a disciplinary problem to parents/guardians of the above students and the action taken. Students enrolled in schools of the district are subject to the discipline thereof. Any student of the district whether at school, on the school bus, or involved in a school activity away from the school premises, shall conduct himself/herself in such a manner as not to be detrimental to the welfare of the school or any of the students or district personnel thereof.

Type of behavior leading to disciplinary action: _____

As a result of this behavior the following disciplinary action was taken:

- ☐ Notified parents in the hope that your cooperation in this matter will prevent any reoccurrence of misbehavior.
- ☐ After school Detention -- student will remain at school and work on homework after regular school hours.
- ☐ In-School Detention (Elem. - Jr. High) -- student will attend school, work on assignments to be completed for credit.
- ☐ Saturday School -- student will attend school on Saturday, _____ from 8:00 a.m. to _____ a.m.
- ☐ School Suspension -- student may not attend school or be on any district school premises during suspension.
- ☐ Bus Suspension -- student must attend school but is not permitted to ride any district bus during suspension.

DATES OF SUSPENSION: _____

According to Illinois School Code 105 ILCS 5/101 22.6 parents of children who have been suspended from school have a right to review this action. Should you desire a review of your child's suspension from school you must contact the Superintendent of Schools by writing within 14 days of the above date.

Address your request to: Mr. Ray Green, Superintendent of North Clay Unit # 25 Schools
Louisville, Illinois 62858

It is the district's hope that immediate steps will be taken at home in a cooperative effort to remedy the problem.
If there are any questions, please call _____

Sincerely,

Copy to: Parent
Student
Superintendent
File

NORTH CLAY UNIT DISTRICT # 25

Form 2

Date _____

Dear _____:

_____ has been assigned _____ Saturday School hours at the North

Clay High School (rear parking lot entrance) on Saturday, _____

for _____

from 8:00 a.m. to _____. The building will be open at 7:55 a.m.

PARENT : PLEASE READ ALL OF THE BELOW VERY THOROUGHLY AS IT MAY KEEP YOUR SON/DAUGHTER FROM BEING SUSPENDED.

Please call the elementary-jr. high or the high school principal anytime Friday or prior to Saturday morning, 7:00 a.m., if an emergency occurs and the Saturday School hour(s) cannot be attended. An emergency is considered a death or serious illness in the immediate family. Lack of transportation, oversleeping, working, and recreational activities are not legitimate excuses for missing. The principal's names and phone numbers are in the phone directory. Failure to call will have the same effect as failure to attend.

1. **FAILURE TO ATTEND** assigned Saturday School hour(s) without prior administrative approval will result in the following sequence of events.
 - A. Student conference with appropriate administrator on the next day of school.
 - B. First offense only -- equal additional amount of Saturday School assigned.
 - C. Second offense and additional offenses -- Out Of School Suspension may be used at the principal's discretion.
2. Students assigned Saturday School will be seated and begin working on educational materials at 8:00 a.m. Reading comics, magazines, sporting books, and newspapers, or drawing pictures is not allowed. Students will not be admitted after 8:00 a.m.
3. Silence will be observed during the entire session.
 - A. Students will raise their hands when they have a question.
 - B. Students will not be allowed to sleep.
 - C. Students will be dismissed by the teacher when their assigned hour(s) is completed.
 - D. No candy, gum, etc., will be allowed
4. Students may be sent out of Saturday School for violation of guidelines.
REMOVAL FROM SATURDAY SCHOOL BY AN ADMINISTRATOR/SATURDAY SCHOOL SUPERVISOR WILL RESULT IN AN OUT OF SCHOOL SUSPENSION.
5. No Saturday School hours will be held on holiday weekends or weekends when there is no school on Friday.

We encourage your support in having our son/daughter comply with school rules and regulations in order to insure a successful school experience. Please feel free to call if you have questions.

Copy to: Parent
Student
Superintendent
File

Sincerely,

Parent Signature_____
Principal

NORTH CLAY UNIT DISTRICT # 25*Form 3*SATURDAY SCHOOL REMINDER FOR STUDENTS

STUDENT _____

FIRST HOUR TEACHER _____

This is a reminder that you have Saturday School this Saturday, _____.
It will be held in the high school study hall. PLEASE READ THIS REMINDER CAREFULLY.

1. Arrive by 7:55 a.m. so you can be seated by 8:00 a.m. Students will not be allowed to enter after 8:00 a.m.
2. Bring books, supplies, homework, and educational materials to work on. Students are not allowed to draw, read comics or magazines, or sit idly with nothing to do.
YOU CAN NOT GO TO YOUR LOCKER!
3. Only one reassignment per semester will be made for Saturday School. You must have an approved note from your parents before you will be excused. Legitimate excuses include an emergency such as a death or serious illness in the immediate family. Lack of transportation, oversleeping, working, or recreational activities are not legitimate excuses for missing.
4. Failure to attend Saturday School will result in additional Saturday School hours or out of school suspension.
5. Additional rules are listed on the Saturday School letter you sent home to your parents.

STUDENT CODE OF CONDUCT

North Clay Jr. High School students are prohibited from engaging in behavior that will endanger -- or threaten to endanger -- the safety of others, that will damage property, or will impede the orderly conduct of the school program.

Following are the offenses which are prohibited by the North Clay Jr. High School's *Code of Conduct* and the disciplinary actions and procedures used in dealing with those offenses.

LEVEL I ACTS OF MISCONDUCT

Level I act of misconduct are minor disturbances which impede the orderly operation of the classroom or the school building. For Level I violations the teacher will follow his/her previously approved Classroom Management Plan. Some examples of Level I acts of misconduct are:

- A. Repeatedly talking without permission.
- B. Note writing.
- C. Disruptive noises.
- D. Repeatedly tardy to class.
- E. Calling other students names.
- F. Pushing , shoving, horseplay.
- G. Arguing among students.
- H. Any other incident where the classroom or school environment is needlessly disrupted.
- I. Gum chewing or candy eating.
- J. Writing on desk or other students property.
- K. Throwing objects.
- L. In hallways with out permission.
- M. Repeatedly late to class.
- N. Shooting rubber bands or other objets.
- O. Playing with toys in class.
- P. Not staying in assigned seat.
- Q. Not working on assigned work in computer lab.

LEVEL II ACTS OF MISCONDUCT

Level II acts of misconduct involves misbehaviors which seriously disrupt the learning climate of the school. These infractions require the intervention of the principal because Level I discipline options have failed or the misbehavior is serious enough to require corrective action on the part of the administrative personnel. Level II acts of misbehavior normally require students being assigned after school detention. These include such behaviors as:

- A. Continuation of Level I acts of misconduct.

- B. Use of, or possession of tobacco products on school property (first offense).
- C. Stealing (minor).
- D. Messing up a restroom.
- E. Failure to dress appropriately (student/principal conference may suffice).
- F. Obscene or profane language or gestures among students.
- G. Truancy
- H. Poor conduct in the lunch room
- I. Cheating on a test.
- J. Filthy note writing.
- K. Bullying (pre-fight conditions)
- L. Lying to a staff member.
- M. Talking back to a teacher.
- N. Inappropriate physical contact.
- O. Damage to property (school or another students).
- P. Noncompliance with teachers assigned discipline.
- Q. Grade 6, 7, and 8 students repeatedly using the north restrooms that are reserved for Grades 1, 2, 3, 4, and 5.

LEVEL III ACTS OF MISCONDUCT

Level III acts involve actions which always require administrative actions. Level III act of misconduct usually result in the student being placed in Saturday School. These act include the following:

- A. Continuation of Level II acts of misconduct.
- B. Use of, or possession of tobacco products on school property (second or repeated offenses).
- C. Possession of pornography.
- D. Truancy
- E. Skipping school.
- F. Stealing (repeated minor offenses or major occurrence)

LEVEL IV ACTS OF MISCONDUCT

Level IV acts of misconduct involve actions which are so serious that they always require administrative actions which usually result in student suspension from school. If a student is suspended from school he/she will be banned from all field trips for the remainder of the school year. Level IV acts of misconduct may involve the intervention of law enforcement authorities and action by the *Board of Education*. The corrective measures which the school or district uses will be determined by the extent of the resources available for remediating the situation in the best interest of all students. These acts include the following:

- A. Continuation of Level III acts of misconduct.
- B. Possession, use or under the influence of alcohol.
- C. Possession, use or sale of controlled substances (drugs) and/or drug paraphernalia.
- D. Vandalism.
- E. Extortion.
- F. Fighting.
- G. Possession or use of weapons.
- H. Threats to persons or property.
- I. Setting fires.
- J. Possession and/or sale of stolen property.
- K. Other acts of misconduct which are seriously disruptive and/or create a safety hazard to students, staff and/or school property.
- L. Repeated truancy.
- M. Pulling a fire alarm.
- N. Obscene or profane language toward a staff member.

As it is not possible to list all acts of misconduct or the consequences of those acts of misconduct, the building principal has the responsibility of maintaining discipline within his/her building. The building principal may assign discipline actions as needed to insure an orderly school environment.

The building principal may choose to assign in-school suspension as an alternative to any of the aforementioned consequences. The building principal shall take the steps necessary to maintain the proper educational environment.